

Inspection of Busy Bees at Harrow

1 Francis Road, Harrow, Middlesex HA1 2QZ

Inspection date: 27 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Parents describe how the information they share is used to support their child settling into this nursery. Children feel safe and secure, as they form strong bonds with staff who use favourite toys, stories and songs to help children become familiar with the nursery. Face-to-face handovers and information shared via an online app ensure that parents feel up to date with their children's learning.

Staff implement the curriculum for their room and plan individualised activities with high expectations for all children. Gaps in children's development are swiftly identified and addressed. Parental consent is obtained for children with special educational needs and/or disabilities and referrals for additional support are quickly made through the local authority.

Children's behaviour is good. Behavioural expectations are consistent and introduced to children through books and 'golden rules' displayed in each room. During group activities, older children demonstrate their understanding by showing staff how 'kind hands' pass resources or gently stroke a friend's hand.

All children have access to outside space and spend time each day in the garden. Older children use a 'magic trick', laying their coats on the floor and flicking them over their head to put them on, in preparation for going out into the garden. Children approach staff, requesting help with buttons and zips as they confidently put on their own coats and hats.

What does the early years setting do well and what does it need to do better?

- Staff effectively plan for their key children. They consider children's current interests and include clear learning intentions for children at different stages of development. For example, baby room staff include opportunities for children to paint using their hands and dab using pads as well as providing chunky paintbrushes for children to make marks. Children are eager to have a go and build confidence in what they can do.
- Children are encouraged to develop some aspects of their independence. Older children act as daily helpers supporting staff in preparation of snack and mealtimes. For example, at lunchtime, children place cutlery and drinking bottles on tables for their peers. The helpers also serve the food to other children. However, current routines do not give children opportunities to make choices and develop independence in identifying and meeting their own needs.
- Children are well supported to develop their understanding and use of English. The nursery is situated within a very diverse community. To support children who speak English as an additional language, parents provide key words in their home languages. Staff note key words and phrases phonetically to ensure that

they can use them successfully with children. Daily singing, familiar stories and words of the week enable children to make quick progress from their starting points.

- Children brush their teeth while in nursery. They share how bacteria can grow and cause damage if they do not brush every tooth and keep brushing 'for at least two minutes'. Children discuss how sweet treats are 'sometimes' foods and drinking water and eating fruits and vegetables promote good health. Children are developing their knowledge and they learn to make healthy life choices.
- Staff complete the progress check at age 2 for their key children. The reports are shared with parents and used to support developmental checks completed by healthcare colleagues. Staff work in partnership with parents to identify when children are ready to develop key skills, such as toilet training. Parents describe how using a joint approach between home and nursery enables children to quickly make progress.
- Children enjoy opportunities to come together to listen to stories and sing favourite songs. Younger children and babies sway in time to the tune, while toddlers sing some words and complete the linked actions. Older children predict what is going to happen next in familiar stories. However, staff do not include opportunities to develop young children's interest in numbers and counting, and build on this knowledge as children move to toddler and pre-school areas.
- Parents feel well informed and staff keep them up to date with their child's development. They praise leaders for being flexible and appreciate the support they receive from staff. Parents describe their children as being extremely well cared for. They appreciate having a named key person and feel they have built positive relationships with all staff in the nursery.
- Leaders ensure that all staff have up-to-date safeguarding knowledge through access to training and by discussing updates in team meetings. Staff say they feel well supported in their role, as leaders are approachable and offer guidance and support to ensure that staff's workloads are manageable. Staff choose to develop knowledge and practice by accessing additional professional qualifications and by having opportunities for promotion. Staff are happy in their work, as they feel valued by the team they work in.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review routine activities, particularly around mealtimes, to ensure that

opportunities are incorporated for children to be independent

- plan more opportunities to include numbers and counting into activities for all children.

Setting details

Unique reference number	EY246603
Local authority	Harrow
Inspection number	10333761
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	35
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 863 9977
Date of previous inspection	25 April 2022

Information about this early years setting

Busy Bees at Harrow (formerly Treetops Harrow) took over an existing setting in June 2019. The nursery is located in Kenton, in the London Borough of Harrow. The nursery is open Monday to Friday, from 8am to 6pm, and operates all year round, except for bank holidays. The nursery provides funded early education for children aged three and four years. The nursery employs 12 members of staff. Of these, eight hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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